DOCUMENT RESUME

ED 108 122 CS 001 878

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ABSTRACT

This program, included in "Effective Reading Programs...," serves 350 seventh graders and 295 eighth graders from middle-income families. The seventh-grade component began in 1971; the eighth-grade component began in 1973. The results of diagnostic tests administered to all seventh graders are used to write individualized educational prescriptions for each student. Prescriptions are flexible and provide the student with a choice of materials and media that concentrate on each key reading skill. The prescriptions are kept with individual progress sheets in the reading laboratory, where the members of each seventh-grade class work with their English teacher and two reading specialists for 45 minutes each week. Students with severe reading deficiencies come to the reading lab for additional 30-minute periods each day and continue working from their prescriptions. The eigth-grade phase combines a multimedia approach with work in a reading lab. Procedures and instructional activities of this component are similar to those in the seventh-grade lab. Additionally, the eighth graders attend a television lab in which reading comprehension skills are taught. (TO/AIR)

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ED108122

READING PROGRAM
ISAAC E. YOUNG JUNIOR HIGH SCHOOL
NEW ROCHELLE, NEW YORK
1975

The Reading Program at Isaac E. Young Junior High School, in New Rochelle, New York, is an ongoing process (see Appendix 1). The Reading Support Center I serves the entire seventh grade class; the Reading Support Center II serves the entire eighth grade class. Students live in a suburb of New York City and come from middle-income families. The school has a large concentration of multiethnic cultures and a growing number of students for whom English is a second language.

Support Center I, the seventh grade component, began in 1971. Support Center II, the eighth grade component, began in 1973.

Reading in our school has become an extension of the English classroom through the involvement of the English teacher. The chairman of the Language Arts Department spends one-fifth of her time monitoring the program. Four full-time Reading Specialists who teach in the two Reading Support Centers coordinate their activities with those of the English teachers. A tone is set when the children know that their teacher is involved and aware of their progress in reading.

The reading record card (see Appendix 2) precedes the student for screening purposes. The students enter Isaac E. Young from four feeder schools. In September a Stanford Diagnostic Test is administered by the seventh grade reading teachers in the English classrooms. The English teachers and the reading teachers score the tests enabling the classroom teachers to utilize the diagnostic information and then implement their classroom objectives with strategies to aid in the students development.

The seventh grade reading teachers then select sixty students as target youngsters. These students have been identified as reading two or more years below grade level. A California Pre-Test is administered to these students. The test

CS 001 878

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results are analyzed and an individualized prescription is prepared for, and discussed with each target student (see Appendix 3). The students are given work in their strength modalities, areas of need and interest. A unique feature of the program, is the effort to avoid stigmatizing those students identified for remediation. A special 7th grade, one hour, midday time slot called Inquiry Lab and lunch allows one half of the grade to eat while the other half attend various Inquiry Labs, one of which is the Reading Support Center. At the end of one half hour, the Inquiry Lab students switch with those in the cafeteria. This allows each of the two 7th grade reading teachers to work with two groups of 15 students intensively.

All of the 7th grade students attend the Support Center for 45 minutes weekly with their English teachers, during one of their five English periods, and work on their own individualized prescriptions. This procedure becomes an on the job training experience for the classroom teachers.

At the beginning of each period the student removes his envelope from a carton, selects a material (see Appendix 4) from the choices he has on the prescription sheet, and works individually with intermittent assistance from the English and reading teachers. After completing a specific task he corrects his work with the aid of a key, and records his score on his progress sheet (see Appendix 5). This immediate feedback system combined with teacher conferencing, helps motivate the student's progress to the next prescription. As the students completes a full prescription, he is called up for an individual conference, in which his progress is discussed and an appropriate new prescription is given. His degree of mastery on the completed work is recorded.

For those students who have received intensive remediation, a post-test of a different form is given for the Californa Achievement Test, and an evaluation

of their growth is prepared.

All folders, prescriptions and data are forwarded to eighth grade reading teachers for screening. They select thirty target students, whose reading is two years below grade levels, taking into consideration the recommendations of the seventh grade reading and English teachers. Due to the different scheduling for eighth graders, there is no Inquiry Lab period. These eighth grade target students work for one hour daily before school, in a program which has behavior modification aspects attached to attract students at 7:30 a.m. The behavior modification reinforcers are motivational in character and have been funded through a school district mini-grant (see Appendix 6).

The eighth grade program combines a multi-media approach with work in the Reading Center. Each eighth grade English class is divided in half. For twenty weeks, the English teacher and one reading teacher work with one-half in the Reading Support Center. Procedures and instructional activities of this component are similar to those used in the 7th grade, with the exception being the color coding on the prescription sheet, denoting pupils progress (see Appendix 7). Simultaneously, under the supervision of the other 8th grade reading teachers, the second half of the class attends the Television Studio. After 20 weeks the groups switch. In the T.V. Studio, reading comprehension skills are taught through the use of this media. Here, T.V. is an alternate pattern of teaching, designed to provide the students with the opportunity to improve their oral communication and writing skills. Students must write scripts, find visuals, plan story boards, prepare cue cards and give detailed shot sheets for filming. These activities involve such skills as sequencing, following and giving directions, and relating the visual to the

written and spoken language. It becomes an upgraded language experience approach by having each student read his story from cue cards. Basically the activities prescribed are challenging for all students and are limited only, by the limits of the students imagination as their competencies are developed. One of the major features of the T.V. experience is the sharing which takes place among the students. Immediately after filming they view and evaluate the tapes.

It should be noted in summary that the English Department functions as a whole, on the philosophy of teaching to educational objectives (see Appendix 8). For each marking period, all teachers must file a curriculum projection sheet outlining a) specific department objectives, b) classroom objectives (evolving from the department objectives), c) strategies or activities used to meet the objectives, d) materials, and e) evaluation (see Appendix 9). Another aspect of our philosophy is parent involvement (see Appendix 10-13).

At the beginning of the school year, the parents of identified 7th grade target youngsters are invited for and evening of orientation, questions, sharing. The parents of 8th grade target youngsters are contacted by phone and mail to attend an orientation meeting and asked to play a supportive role in assuming their child's regular attendance at the Early Morning Reading Festival. At these meetings, parents of target youngsters are invited to join the Parents Advisory Committee which functions as a board of recommendations.

In addition to ongoing, informal contact by phone, the parents of target students in both grades receive formal progress reports midyear from the reading teacher. The parents of students in the regular 7th and 8th grade

Support Centers receive progress reports from the English teacher.

The larger community is utilized as a result of our fortunate location near two New Rochelle colleges who send us student teachers. Recently there has been an attempt to further expand our use of the community through contacts made with outside agencies for supportive services.

For the last two years the Program has been evaluated internally by the Administration and through statistical analysis (see Appendix 15 & 16) done by the reading teachers. The Title I Evaluator has been Dr. Laura Harckham.

Elizabeth Greene - Acting Chairperson
Morton Brill
Joan Degen
Lynda Steinberg

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Reading Program at Isaac E. Young Jr. H.S.

(7th Grade)

Elem.
1
2
3
4

Reading Record Card precedes students entering I.E.Y. from elementary school for screening. **

Stanford Diagnostic administered in each 7th grade English classroom by reading teachers.

All 7th grade students enter Reading Laboratory with English teacher for an individualized prescriptive reading program 1% weekly. This is reinforced in their classrooms.

Reading teachers select 60 as target students for 1/2 hour daily remediation.

Individualized Prescriptions prepared and filed. **

California Post-Test for target students.

California Pre-Test administered.

Test results analyzed and Individualized Prescription prepared and filed for each student by reading teachers. **

(8th Grade)

Prescriptions and all test scores follow to 8th grade reading teachers for screening. **

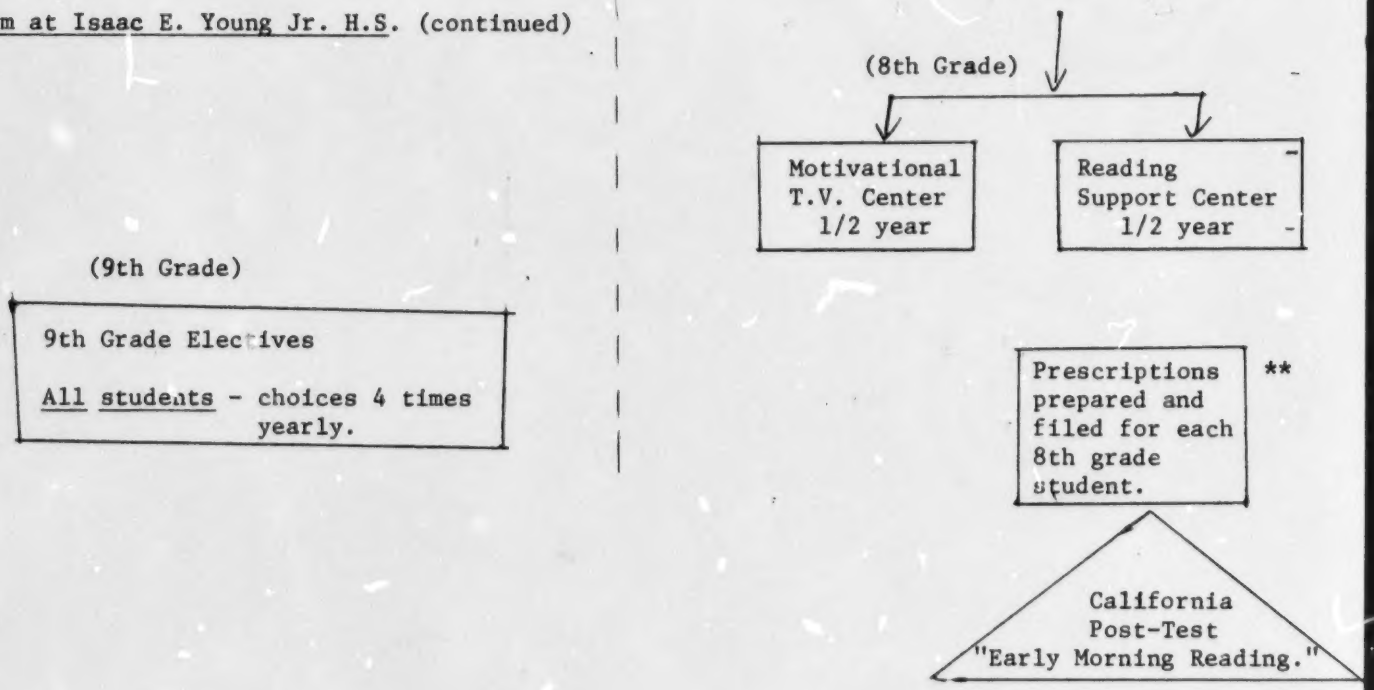
Reading teachers select 30 students. Students and parents elect to attend preschool 1 hour "Early Morning Reading Festival."

California Pre-Test "Early Morning Reading Festival."

All 8th grade students to Reading Support Center weekly with English teacher who reinforce skills in their own classrooms.

Test results and former prescriptions analyzed and new prescriptions prepared and filed for each student. **

Reading Program at Isaac E. Young Jr. H.S. (continued)


(8th Grade)
Motivational T.V. Center 1/2 year
Reading Support Center 1/2 year
(9th Grade)
9th Grade Electives
All students - choices 4 times yearly.
Prescriptions prepared and filed for each 8th grade student.
**
California Post-Test "Early Morning Reading."

Symbol Key

** - Records and Prescriptions

Testing-Evaluation

Programs

Details of
Reading Record Card

Front of Card
N.Y. State Test to be recorded in percentiles.

Basic Instructional Materials
Classroom books or kits - including # or levels the student has worked on. As complete as possible.

Criterion Reference - List all tests and results that were used with kits or came with book.

Diagnosis & Prescriptions

Letter Name - Letter calling
Sight words - Dolch list word calling (in %)
Consonant Needs -
1. Naming
2. Initial medial ending
3. Consonant blends (st, etc.)
4. sh, ch, wh - cons. diagraphs

Vowels -
1. Naming
2. Long (include silent "e"
3. Short
4. "R" control
5. Vowels diagraphs (phonograms)

Structural Analysis -
1. Endings (es, ed, ing)
2. Root or base words
3. Prefix
4. Suffix
5. Compound

Syllabication -
1. Five most common rules
2. Stress needs in case of obvious deficiency.

Comprehension -
1. Main Idea
2. Facts
3. Inference
4. Sequence
5. Synonyms, Antonyms, Homonyms
6. Vocabulary in context
7. Speed

Supplemental Materials - Remedial or Developmental materials used in labs, tutoring, after school programs - including levels, units of books, kits used.

Comments - Rate of progress (approx)
Most successful learning modalities
adjustment to classroom. etc.

PRESCRIPTION FOR:

L. I. G.E. S. V. S.D.

CLASS

STANFORD

IOWA

MATERIALS

DATE	CONSONANTS				VOWELS				WORD PARTS						COMPREHENSION									COMMENTS
	BEGINNING	MIDDLE	ENDING	CONSONANT BLENDS		LONG VOWELS	SHORT VOWELS	"R" CONTROL	VOWEL COMB.	ROOT WORDS	COMPOUND WORDS	PREFIX	SUFFIX	SYLLABLES		MAIN IDEA	FACTS	SEQUENCE	INFERENCE	SUBJECT AREA	VOCABULARY	STUDY SKILLS	SPEED	

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Materials in Use in 7th Grade Reading Support Center I

Audio Visual	Publisher	Level
1. Audio Reading Progress	Educational Progress Corp.	1.8-9.0
2. Imperial Intermediate Program	Imperial International Learning	2.5-9.0
3. The Imperial Senior High Aural Reading Laboratory	Imperial International Learning	4.3-7.8
4. Merrill Mainstream (partial collection)	Charles E. Merrill Publishing Co.	4.0-7.5
5. Patterns in Phonics (sets 3-10, vowels) Audio Flash Cards	Electronics Futures, Inc.	All
6. Learning 100 Film Strips & Student Manuels	E.D.L. McGraw-Hill	1-6
7. Language - Tapes Social Studies - Tapes	Learning Systems Corp.	4-6 4-6
8. Aural Reading Laboratory - Tapes & Cards	Imperial Learning	4.3-7.8
9. Workbooks - Basic Reading Skills & Tapes - Les. 1-4	Scott Foresman	1-24
10. Reading For Concepts Books A-H	Webster McGraw-Hill	2-10
11. Barnell Loft - Context, Locating Answers, Facts, Directions, Conclusions	Barnell Loft	2-5

Materials in Use in 7th Grade Reading Support Center I - continued

Audio Visual	Publisher	Level
12. Critical Reading Skills	Harper & Row	Advanced
13. Better & Faster Reading	Cambridge Book Co.	Advanced
14. Stanford/McGraw-Hill Vocabulary	McGraw-Hill	Book I - 7 Book II - 8
15. Random House Reading Program (Blue)	Random House	Easy to Intermediate
16. Checkered - Flag Series Books - Tapes - Film Strips	Field Publishing Co.	2.4-4.5
17. Picto-Cabulary - Booklets	Barnell Loft	4-6
18. We Are Black - Kit	S.R.A.	2.0-6.0
19. Dimensions in Reading - Kit	S.R.A.	3-9
20. Word Clues - Workbooks - Vocabulary	E.D.L. McGraw-Hill	7-13
21. Reading For Understanding	S.R.S.	2.5-12.0
22. Aud-X - Set AX-CA	E.D.L.	3

Materials in Use in 7th Grade Reading Support Center I - Linear Materials

Linear Materials	Publisher	Grade Level
1. Action Kit Unit Books 1, 2, 3 Take 2 Action Plays The Fallen Angel & Other Stories	Scholastic Book Service	2.0-3.0
2. Be A Better Reader A, B, C, I, II	Prentice Hall	4-5-6-7-8
3. Basic Language Skills Program Mott Comprehension Series 301, 302, 303, 304, 601, 602, 603, 604 Mott Skills Series 1302-1610	Allied Education Council	 2.7-7.2 2.0-6.7
4. Cambridge Adult Education Series 1, 2, 3, 4	Cambridge	ESL or P-Approx. 3
5. Cambridge Reading Work A Text Series	Cambridge	2.5-6
6. Cambridge Reality in Reading And Language	Cambridge	2.5-6
7. Cracking The Code Key to Independent Reading	S.R.A. Science Research Associates	3-5
8. Dimensions in Reading	S.R.A. Science Research Associates	3-8

Materials in Use in 7th Grade Reading Support Center I - Linear Materials - continued

Linear Materials	Publisher	Grade Level
19. Readers Digest - Reading Skill Practice Pad 1, 2, 3, Advanced	Readers Digest	1-6
20. Readers Digest - New Reading Skillbuilder	Readers Digest	1-6
21. Readers Digest Science Readers "The Orange, Red, Blue Books"	Readers Digest	3-6
22. Readers Digest School Editions 1973	Readers Digest	Easy to Difficult
23. Random House Reading Program	Random House	3-10
24. Reading Clues	Webster McGraw-Hill	4
25. Real Stories I, II	Globe Book Co.	4, 5
26. Scope Reading Skills 1, 2 Word Skills 1 Job Skills 1	Scholastic Book Service	4-6 4, 5 4, 5
27. Spelling	Cambridge	5-9
28. Spelling Magic Book 1 Dr. Spello	Webster	Remedial in 7-9
29. Step Up Your Reading Power A, B, C, D	Webster McGraw-Hill	3-6
30. Tactics Kit	Scott, Foresman	7, 8, 9+
31. Turner Livingston Communication Series Reading Series	Turner Livingston	4-6, or 7

Materials in Use in 7th Grade Reading Support Center I - Linear Materials - continued

Linear Materials	Publisher	Grade Level
9. Educational Development Laboratories Science Kit Social Studies Kit Reference Skills Kit	E.D.L.	 4, 7 3, 4, 9 3, 4, 8, 9
10. Follett Vocational Reading Series	Follett	4-6
11. Flash-X Ra, AA, BA-FA	E.D.L. McGraw-Hill	1-7
12. G.O. AA-FA	E.D.L. McGraw-Hill	2-7
13. Help Yourself to Improve Your Reading Part 1, 2, 3, 4	Readers Digest	7, 8+
14. Increase Your Vocabulary I, II	Cambridge	5-8
15. In Other Words Beginning Thesaurus, 1, & Work Book Junior Thesaurus, II, & Work Book	Scott Foresman	 3 4, 5, 6
16. Kaliedoscope Series	Field Education Publishers	2.5-9.5
17. Phonics Skilltext A, B, C, D	Charles Merrill Co. Bell & Howell	2-4.5
18. Programmed Reading	Globe	6.5+

Materials in Use in 8th Grade Reading Support Center II

Series	Publisher	Level
1. Action (Encounters (Challenges (Forces (Cross currents	Houghton, Mifflin	7-10
2. Accelerated Discrimination	E.D.L.	4-6
3. Basic Reading Skills & Tapes	Scott Foresman	6-9
4. Be a Better Reader	Prentice Hall	A-IV
5. Better & Faster Reading	Cambridge	8-10
6. Bowmar (Drag Racing (Mighty Midges (Motorcycles (Teen Fair (Horses, Mini Bikes (Motorcycle Racing	Bowmar	(Level I (3-5 (Level II (4-7
7. Spelling	Cambridge	5-9
8. Checkered Flag Series	Field Enterprise	2.4-4.5
9. Clues (Tapes - 3 boxes)	Educational Progress Corp.	1-2-3
10. Controlled Reader Stories & Film Strips	E.D.L.	1-9
11. Critical Reading Skills	Harper · Row	8-10
12. Skills Tapes (Cassette)	Electronic Futures	2-8
13. Flash-X	E.D.L. (To be used with Word Clues)	

Materials in Use in 8th Grade Reading Support Center II - continued

Series	Publisher	Level
14. Vocational Series	Follett Vocational Reading Series	3-4-5
15. G.O.	E.D.L. Follow-up C.R.	3-6
16. Increase Your Vocabulary	Cambridge	7-9+
17. Kaliedescope	Field Enterprises	3-9
18. Lessons/or Self Instruction	McGraw-Hill	3-9+
19. Listen & Think (Tapes)	E.D.L.	4-5
20. Looking at Words & Filmstrips	E.D.L.	3-6
21. Listening Skills Program	S.R.A.	4-5
22. McGraw-Hill Vocabulary	McGraw-Hill	7-8
23. Listen 100	E.D.L.	4
24. Mott 302-604+1300-1600	Allied Ed. Council	2.0-7.2
25. Phoenix Photo Readers	Prentice Hall	A.B.C.
26. Picto-Cabulary	Barnell Loft	5-7
27. Practice Pads	Readers Digest	2-5
28. Skill Builders	Readers Digest	2-6
29. Reading for Understanding	S.R.A.	3-8

x

Materials in Use in 8th Grade Reading Support Center II - continued

Series	Publisher	Level
30. Real Stories	Globe	5-7
31. Scope Dimensions in Reading	Scholastic	4+
32. Skills in Reading	Cambridge	8-10
33. Sprint (Scope)	Scholastic	4+
34. Step Up Your Reading Power	Webster - McGraw-Hill	3-7 A-E
35. Tactics	Scott Foresman	6-9
36. Reading for Concepts	Webster - McGraw-Hill	3-8+ A-H
37. Target Yellow Blue	Field Enterprise	2.5-6
38. Toucan Series 100	New Dimensions Corp.	4-6
39. Trackdown	Scholastic	4-6
40. Turner Levingston (The Movies (The T.V. (The Letters, etc.	Follett	4-7
41. Words (Learning About (Ways to Read (More Ways to Read	Columbia Univ. Press	3+
42. Word Clues G-M	E.D.L. Use with other materials	7-13
43. Word Power (DA (EA (FA	E.D.L.	4-6

EQUIPMENT LIST

7TH GRADE READING SUPPORT CENTER I

1 Aud-X Mark IV Center
5 Controlled Readers
3 Graphlex Study Mates
1 Language Master
6 Cassette Tape Recorders
Earphones
Listening Station

8TH GRADE READING SUPPORT CENTER II

3 Controlled Readers
3 Cassette Tape Recorders
2 Wollensak Reel to Reel Tape Recorders
1 Hitachi (Film Strip & Cassette)
1 Dukane (" " " " ")
1 Viewlex (Film Strip & Record Player)
Earphones
Listening Station

8TH GRADE TELEVISION STUDIO II

2 Video Tape Recorders
1 Television Monitor
1 Special Effects Generator
2 Video Cameras Mounted on Dollies
Assorted Microphones
1 Film Chair
Lighting Equipment

PROGRESS SHEET Record your scores

NAME CLASS

Material	Score = $\frac{\text{number right}}{\text{number of questions}}$
	#
	Score

CITY SCHOOL DISTRICT
New Rochelle, N. Y.

Date Rcd._____
Application #_____

NEW ROCHELLE MINI-GRANT APPLICATION

Name of Applicant: Joan Degen & Morton Brill Position: Reading Teachers

School or Service: Isaac E. Young Jr. High Address: Centre Avenue Tel. Ext. 469

Principal or Supervisor: Isaku Konoshima Ext. 291

Grade or Class: 8

PROJECT TITLE: "Early Morning Reading Festival!"

Date Project to Begin Sept. 30, 1974 Date Project to End June 6, 1975

Funds Requested:_____ Funds Allocated:_____

Please submit this application to the Office of Instruction with your Principal's or Supervisor's signature before 5:00 P.M., October 5th.

Principal's or Supervisor's Authorizing Signature:_____

Applicant's Signature: Joan Degen, Morton Brill

For Principal, Director or Supervisor:

Please indicate how the proposed project complements or reflects program goals and objectives of your school or department.

This proposal will help us realize the number one priority which is reading in our school. It will further enhance our ongoing effort to foster positive attitudes towards reading on the part of some of our most deficient students.

1) Background: Extensive empirical research has been performed in the area of behavior modification using token reinforcement as the treatment condition with a variety of back-up contingencies as the reward. In most cases the reinforcement accompanied by shaping and operant conditioning resulted in improved behavior and achievement.

Our own behavior modification study done on Target Students in the Eighth Grade Reading Support Center at Isaac E. Young Junior High School (1973 - 1974) showed significant positive change (1) in getting to work right away, (2) in respecting the rights of others, and (3) in completing assignments while the reward system was in effect. As a result of this behavior modification technique, the actual mean vocabulary growth was twice that of the growth expectancy and the actual reading comprehension growth was three times that of the growth expectancy for those particular students in the program (see attatched growth chart - Appendix I).

2) Goals: Since research shows that Behavior Modification Techniques are particularly successful with the non-motivated learner, the goals of this program are: (1) to help accelerate the learning process of those students who have a retarded rate of growth in reading and (2) to have this accelerated learning reflect in a stronger self-image for these students.

3) Objectives: (A) Behavioal Objectives: The students in the "Early Morning Reading Festival" will (1) attend regularly, (2) get to work right away, (3) respect the rights of others to work, and (4) complete assignments.

(B) Performance Objectives: The students in the

"Early Morning Reading Festival" will demonstrate achievement beyond expectation (p= .05) (1) in reading comprehension growth and (2) in vocabulary growth.

4) Evaluation: (1) The four Behavioral Objectives will be evaluated by means of daily recorded observations of two reading teachers on data collection sheets (see Appendix II).

(2) The two Performance Objectives will be evaluated by means of a pre- and post- California Achievement Test (CAT) Level 3 forms A & B to be administered in October, 1974 and in May, 1975.

5) Management Delivery System: At 7:30 A.M. each morning the two reading teachers report to school. At 7:45 A.M. thirty-one (31) students report daily to the reading lab for a 40 minute individualized program based on careful diagnosis and previous student record evaluation. Each student is given a prescription prepared especially for him with specific skill area deficiencies noted thereon. As the tasks are completed, the teacher records the student's progress using a color coding system. Frequent student conferences enhances the operant conditioning so necessary for success in this program.

6) Instructional Strategy: Since it is well known that students learn in different ways and at different rates, this diagnostic-prescriptive approach to learning is the best way we can accomplish our performance objectives. We have filled in a sample prescription sheet showing methods and materials used for a student who was diagnosed as an auditory learner whose sight

Mini Grant Application (Cont'd)

vocabulary and decoding skills were almost non-existant but whose auditory comprehension was on grade level (see Appendix III). Other evaluation instruments are those designed to be used in conjunction with outside evaluator Dr. Harckham.

7) Costs: A - 3 trips @ $165.00 / trip = $495.00

B - 31 students and 4 adults

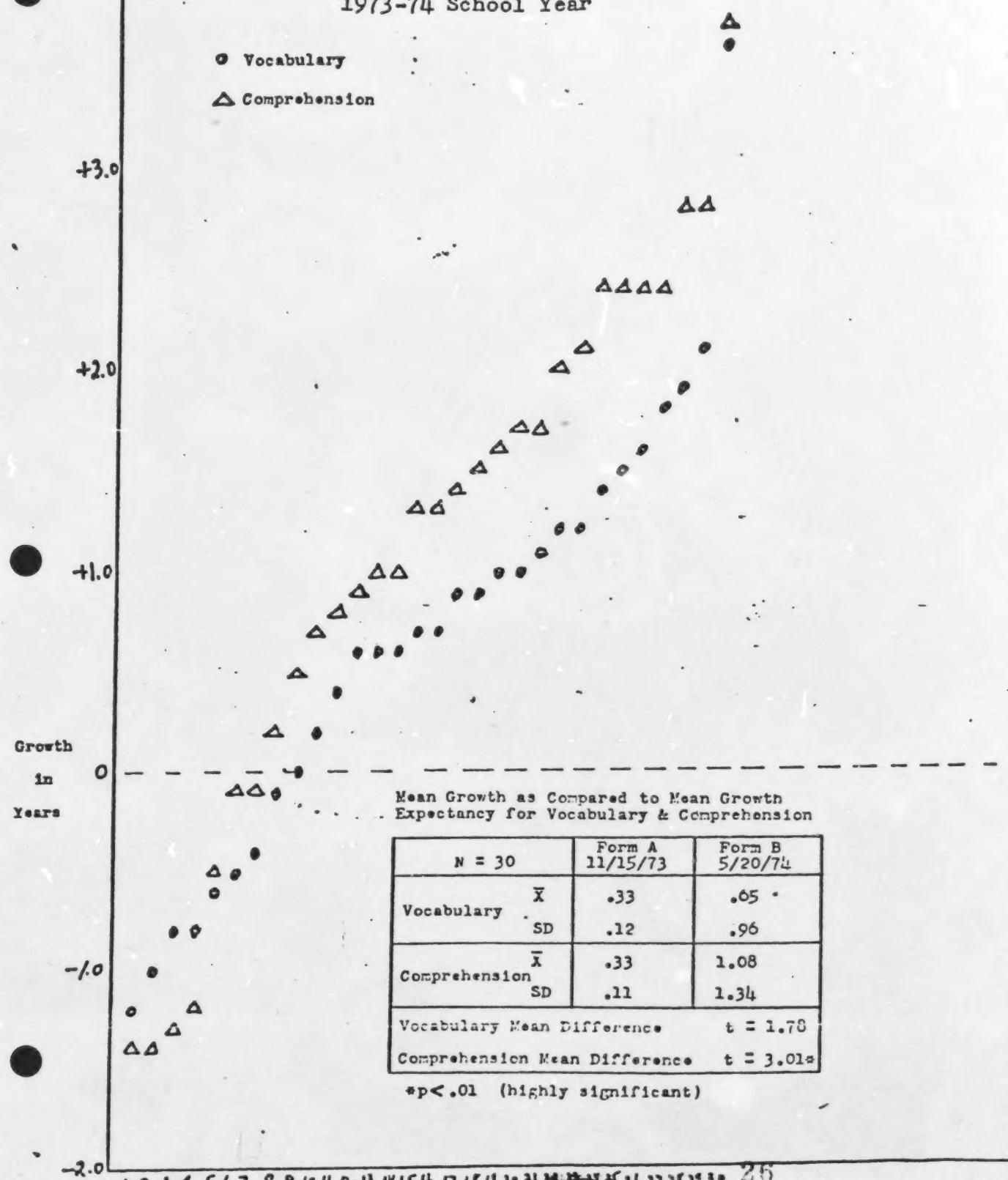
C - per pupil cost = $14.15

8) For successful learning to take place in any extra curricular academic program, a reward system is the necessary motivating factor in keeping students involved in their own learning.

SIX MONTH GROWTH CHART: 8th GRADE TARGET STUDENTS

PRE-POST CALIFORNIA ACHIEVEMENT TEST SCORES (CAT)

1973-74 School Year



Mean Growth as Compared to Mean Growth Expectancy for Vocabulary & Comprehension

N = 30		Form A 11/15/73	Form B 5/20/74
Vocabulary	$\bar{X}$	.33	.65
	SD	.12	.96
Comprehension	$\bar{X}$	.33	1.08
	SD	.11	1.34
Vocabulary Mean Difference			t = 1.78
Comprehension Mean Difference			t = 3.01*

*p<.01 (highly significant)

Daily Log: Week of _____	Attendance	Goes to work	Respects Others	Completes Assign.	Total

Appendix III

PRESCRIPTION FOR: Smith, John

Level 3r

Key:
- Mastery
- Good
- Needs more work

MATERIALS	Date Prescribed	Date Finished	Vocabulary	Phonetic Anal.								Structural Anal.					Comprehension Skills								COMMENTS
				Consonants I / M / F	Consonant Blends	Vowels	Long/Short	Comb. Vowel	Vowels	Sounds/ C & G "r" Cont.		Words	Compound Words	Suffix Prefix/ Syllables	Accent/	Context	Main Idea	Detail	Inference	Cause & Effect	Author's Purpose	Study Skills	Speed		
Target Blue #[redacted]	9/3	[redacted]										✓	✓	✓											
Target Yellow #1 & 2	9/30			✓	✓		✓																		
Clues Tray #1 Tape #5A, 5B	9/30	[redacted]	✓				✓	✓								✓	✓	✓	✓						
Teacher Made Sight Word Tracking Sheet	9/30		✓																						
Target Blue # 4 & 9 13, 14	10/2											✓		✓											

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CITY SCHOOL DISTRICT OF NEW ROCHELLE
ISAAC E. YOUNG JUNIOR HIGH SCHOOL
PELHAM ROAD AND CENTRE AVENUE
NEW ROCHELLE, N. Y. 10805

SAKU KONOSHIMA
PRINCIPAL
VIRGIL D. BLAKE
ASSISTANT PRINCIPAL
ALEXANDER ZAJAC
ASSISTANT PRINCIPAL

November 26, 1974

TO: MR. RICHARD OLCOTT

FROM: LA RUTH GRAY
CHAIRMAN, LANGUAGE ARTS DEPARTMENT

RE: MINI GRANT APPLICATION,
ANSWERS TO QUESTIONS OF
YOUR LETTER OF NOVEMBER 19TH,
"EARLY MORNING READING FESTIVAL"

1. What reward system was used in 1973-74?

1973-74 Reward System

In the 1973-1974 "Early Morning Reading Festival" the students were informed that they would be able to earn points for: 1) attendance; 2) getting to work right away; 3) respecting the rights of others (no talking out or disturbing behavior) and; 4) completion of assignments. If the student attended class, he received one point. If the student got to work right away, he received one point. If the student respected the rights of others to work, he received one point. At individual conferences, the points for completed assignments were recorded using a posted point value for materials based on difficulty and length of assignment. At the same time, the reading teacher color coded the students prescription sheet showing mastery, satisfactory or unsatisfactory progress (see appendix II and III).

As the student obtained 125 points he was assured a ticket and transporation to the Knickerbocker's basketball game at Madison Square Garden. The students were given 38 school days in which to earn the points for this reward. The date of the game was conspicuously posted to serve as a constant motivational force. The students second reward after a similar 38 school day period was an after school bowling party at a neighborhood bowling alley. The third and final reward was a trip to Playland Amusement Park, complete with a boxed chick dinner.

2. Are the trips related to the instruction or are they purely motivational?

Trip Rational

These Behavior Modification reinforces were motivational in character. Empirical research has shown that Behavior Modifcation programs, similar to those described in our application, certainly have validity for students who

continued.....

have never been able to learn for the intrinsic reward of self-improvement and self-gratification, although this is our ultimate goal.

Throughout the year, in the 73-74 school year, the students developed a sense of belonging and comraderie seldom seen in the classroom situation. One of the students who had qualified for the first two rewards, but had refused to attend, was persuaded by her peers to participate in our last outing.

3. How will the 31 students be selected?

Student Selection

A) Participation in the "Early Morning Reading Festival"

A letter this September was initially mailed to 87 eighth grade students whose records indicated a reading comprehension deficiency of two years or more. Many of these students had been part of the 7th grade program. After small group interviews with these students and the two eighth grade reading teachers, the students and their parents were invited to a special evening orientation meeting. The reading program was carefully explained and discussed. Those parents whose children were willing and able to attend school at 7:30 A.M. to join our "Early Morning Reading Festival" were asked to register at that time. The first thirty to register were taken in the program. The others were placed on a waiting list.

B) For Behavior Modification Trips

Any student having attended the "Early Morning Reading Festival" at least 80% of the time is eligible for all of the planned excursions. The only criteria is that he earn the required minimum points through modified behavior toward improved work habits.

If you have any further questions, please call.

LG:br
cc: Isaku Konoshima
Morton Brill
Joan Degan

PRESCRIPTION FOR: _____

Level _____

Key:
- Mastery
- Good
- Needs more work

MATERIALS

Date Prescribed	Date Finished	Vocabulary	Phonetic Anal.										Structural Anal.						Comprehension Skills									COMMENTS
			Consonants I / M / F	Consonant Blends	Vowels	Comb. Vowel	Long/Short Vowels	"r" Cont.	C & G Sounds/				Words	Root Words	Compound Words	Suffix/ Prefix/	Accent/ Syllables		Context	Main Idea	Detail	Inference	Cause & Effect	Purpose Author's	Study Skills	Speed		

81 80

September 1973

The following department objectives were agreed on by the department, on June 18, 1973 (all members present, except one on sabbatical).

These objectives are to serve as a model for teaching and learning or as "la Raison d'etre" of our working with youngsters in the entire communication area.

Individual teachers are to generate specific classroom objectives and strategies from these, based on needs, strengths of their students.

Our goal this year is two fold (1) to plan, share and collate specific strategies for general objectives, (2) to "Code" appropriate materials for specific objectives and strategies. The results of these efforts will be compiled for each member in the department.

A more ambitious task to look forward to is to map out those specific classroom objectives that correspond to our overall department objectives.

We still may want to change some wording. After some time for consideration on your part, we will adopt and distribute to parents and administration.

ENGLISH DEPARTMENT OBJECTIVES 1973-74

I. To encourage students to test and evaluate concepts and to be open to new ones.

II. To help students acquire the skills and attitudes needed to acquire knowledge.

- A. To develop the powers of observation or perception (hearing, seeing, tasting, touching, collecting, identifying)
- B. To develop the power to understand the language and other symbols with precision, economy and flexibility.
- C. To develop the ability to understand and, where possible, experiment with other instruments of communication, such as cameras, radios, TV's, recorders.
- D. To develop memory skills (by memory we do not mean rote).
- E. To develop interest in ideas, an understanding of the importance of reading, and the motivation to concentrate and persevere.

III. To help students effectively infer and explain relationships among things and concepts and so to discover structure and meaning in the world. This should result in a world view that would help students become effective human beings.

- A. To develop the ability to perceive the manner in which things, ideas and events are connected (What are their causes? What are they part of? What are their purposes? What are their forms?) Explanation.
- B. To develop the ability to make statements about what action should be taken among certain choices and to be able to justify the choices (decision making).
- C. To develop the ability to make hypotheses about furture behavior and to test out the hypotheses made (prediction).
- D. To develop the ability to make descriptive statements that identify qualities or properties that can be found and enjoyed for themselves (evaluation, aesthetics).
- E. To provide opportunities for original, creative expression of a variety of forms when it arises in students (invention).
- F. Since an aim of literature is to "stir, intrigue, please of incite"--- then the aim would be to enable students to respond in one or more of these ways to literature (Aesthetics).

IV. To provide a learning environment in which students become aware of themselves intellectually and emotionally and in so doing acquire a positive feeling about their unique worth as individuals and social beings.

A. By providing a classroom environment in which the student can be accepted, respected and comfortable.
B. By providing for the individual growth of each person so that he may experience success by working at his own pace and level.
C. By providing students with the opportunity to engage in a teaching-learning situation which will allow them to reverse their roles and witness the positive influence they can have on their peers in a classroom.
D. By providing opportunityes for the student to make choices in order that he may take some responsibility for his learning.
E. By providing opportunities for students to examine the worth of both personal and societal values.
F. By Providing opportunities for group learning experiences in which each student has the the opportunity to contribute.

Teacher Elizabeth Greene Class Reading Lab Target Students 7th & 8th Grade Marking Period September '74 - May '75

Specific Department Program Objectives.	Classroom Objectives List those that you will actually try to meet this marking period. (These should evolve from the department objectives.)	List at least two specific strategies or activities you will use to meet at least two of the stated classroom objectives.	Materials List at least two resources (materials, etc.) that you will code to these strategies and objectives.	Evaluation How will you evaluate the effectiveness of what you're doing.
To help students acquire the skills and attitudes needed to acquire knowledge.	- the target population will demonstrate achievement in reading comprehension beyond expectation, as determined by the state's expectancy formula.	- the students will achieve a 70% mastery or more on comprehension materials, that are prescribed for them at their instructional level.	Barnell Loft Specific Skills Series Using the context, getting the facts. Aural Reading Progress Cassettes and workbooks.	- give criterion reference tests and a pre post California Reading Test - Level 3.
To provide a learning environment in which students become aware of themselves intellectually and emotionally, and in so doing acquire a positive feeling about their unique worth as individuals and social beings.	- the students will acquire a more positive attitude toward reading.	- the students will work on an individualized, self-directing program which ensures success.	Mott Basic Language Skills Program A programmed approach. E.F.I. Learning Systems Intermediate auditory perception.	- a pre and post questionaire on attitudes toward reading is administered in September and again in May.

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Teacher Mo[illegible] Brill Class 8th Period(s) 3, 4, 6 & 7 Marking Period September 1974 - June 1975

Specific Department Program Objectives.	Classroom Objectives List those that you will actually try to meet this marking period. (These should evolve from the department objectives.)	List at least two specific strategies or activities you will use to meet at least two of the stated classroom objectives.	Materials List at least two resources (materials, etc.) that you will code to these strategies and objectives.	Evaluation How will you evaluate the effectiveness of what you're doing.
1. To help students organize the skills and attitudes needed to acquire knowledge.	-to improve a) vocabulary skills and b) literal and inferential comprehension skills.	-each student will be provided with an individual prescription based on 1) previous test scores and 2) seventh grade progress reports.		1. Completion of given tasks will be color coded on prescription sheets showing degree of mastery.
2. To develop interest in ideas, an understanding of the importance of reading, and the motivation to concentrate and persevere.	-the students will be able to independently select materials and satisfactorily complete prescribed assignments.	-each student will select from a variety of prescribed alternatives.		2. As the reading teacher sees mastery at given level, the student will be placed on the next higher level.
3. To provide a learning environment in which students become aware of themselves intellectually and emotionally and in so doing, acquire a positive feeling about their unique worth as individuals and social beings.	-the students will overcome past failures and develop stronger self-images by working in their strength modalities.	-each student will self-correct assignments prescribed and progress will be recorded by the reading teacher using a color coding system.	-audio and linear self-correcting programmed materials such as: Mott Basic Language Skills Program, Harper & Row - Critical Reading Skills, McGraw Hill - Lessons for Self-Instruction, E.D.P. - Controlled Reader Program and Listen (tapes), E.P.C. - Clues to Reading Program (tapes), Fields Enterprises - Target Series (tapes).	3. Student demonstrate difficulty in specific skill areas will be given additional material on alternate modalities for said skill deficiency until mastery of same. 4. Frequent student-teacher conferences will keep both parties appraisal of the student's program.

Teacher Joan [redacted]gen Class Motivational T.V. Lab (Part of the L.A. Program) [redacted]eriod(s) 3, 4, 6 & 7 Marking Period September 1974 - Jun[redacted]75

Specific Department Program Objectives.	Classroom Objectives List those that you will actually try to meet this marking period. (These should evolve from the department objectives.)	List at least two specific strategies or activities you will use to meet at least two of the stated classroom objectives.	Materials List at least two resources (materials, etc.) that you will code to these strategies and objectives.	Evaluation How will you evaluate the effectiveness of what you're doing.
1. To help students understand and experiment with TV equipment as a vital part of their communication process.	-each student will become familiar with, and be able to operate the cameras, console audio materials and V.T.R. in the TV studio.	-each student will be provided with a job card and for each presentation accept the responsibility for that job to insure a good production for his peers.		1. Both teacher and students evaluate productions immediately following telecast on a.pre production planning b.how smoothly did program run c.sound quality d.picture quality e.camera techniques. These are, but a few, what the students will be judging themselves on. As they become more accomplished, they will become more critical.
2. To provide opportunities for original, creative expression of a variety of forms.	-each student will be able to present at least one individual project on the screen with the help of his peers.	-each student will be able to select pictures and sequence them in an organized manner in order to form and/or illustrate a story they have written.	-picture file ("Recipes for Winters") teacher-made	
3. To provide a learning environment in the TV studio, in which the students become aware of themselves intellectually and emotionally and in so doing, acquire a positive attitude and feeling about thier unique worth as individual human beings.	-each student will be able to select from a variety of strategies one other project, working alone or with others to present on video tape. -each student will be able to evaluate each production in terms of: 1.production quality a.camera work b.audio work c.total quality -the student will be able to transfer to cue cards the written portion of his production and then be able to read what he has written on camera.(L.E.P.)		-puppets -"Commercial Grab Bag" (teacher-made box - (News Broadcasting (Playwriting (Student creations teaching skills (á la Electric Co.) storytelling for the use of younger students.	2. Retape if all students and teacher are not satisfied with quality.

Teacher Joan D[illegible]n Class Motivational T.V. Lab Period(s) 3, 4, 6 & 7 Marking Period September 1974 - Jun[illegible] 1975

(Part of the L.A. Program)

Specific Department Program Objectives.	Classroom Objectives List those that you will actually try to meet this marking period. (These should evolve from the department objectives.)	List at least two specific strategies or activities you will use to meet at least two of the stated classroom objectives.	Materials List at least two resources (materials, etc.) that you will code to these strategies and objectives.	Evaluation How will you evaluate the effectiveness of what you're doing.
	-the student, through the use of different strategies will be able to acquire skills in sequencing, catagorizing, organizing, summarizing and evaluating. -the student will be able to acquire a better self-image through peer recognition for his efforts.			

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Teacher Lyn Steinberg Class Language Arts Lab Grade 7 Period(s) 1, 2, 3 and 5 Marking Period 1st.

Specific Department Program Objectives.	Classroom Objectives List those that you will actually try to meet this marking period. (These should evolve from the department objectives.)	List at least two specific strategies or activities you will use to meet at least two of the stated classroom objectives.	Materials List at least two resources (materials, etc.) that you will code to these strategies and objectives.	Evaluation How will you evaluate the effectiveness of what you're doing.
To develop interest in ideas, an understanding of the importance of reading and the motivation to concentrate and persevere.	-to develop interest in ideas, an understanding of the importance of reading and the motivation to concentrate and persevere.	-students will receive at least one prescription in an area. -students will use self-correcting materials and receive immediate feedback. -students will keep a record of their progress.	-Field Education Publication Kaleidoscope Series "Three O'Clock Courage" Unit 3 "To the Moon -The Mott Basic Language Skills Program Comprehension Series -Teacher-made progress sheets	-Teacher-made attitude and interest surveys. -Conferences with classroom teachers. -Teacher observation of classroom behavior including motivation and concentration. -Teacher evaluation of students scores on progress sheets.
To develop the ability to perceive the manner in which things, ideas and events are connected. What are their causes? What are they part of? What are their purposes, forms?	-students will demonstrate increase in reading comprehension in at least one of the areas below. 1. literal comprehension 2. inferential comprehension 3. sequential comprehension 4. author's purpose 5. critical reading	-student will read a short selection and answer 5 literal comprehension questions with 80% accuracy.	-Step Up Your Reading Power McGraw Hill Publishers Inc.	-Teacher observation of student scores. -Teacher analysis of student questions. -Informal teacher-made tests of students skills, and spot check ups.
	-students will improve their vocabulary and demonstrate an increase in their understanding of word structure and phonics.	-student will define 5 prefixes and 5 suffixes with 70% accuracy.	-Be A Better Reader Third Edition Prenctice-Hall Inc.	
To provide a learning environment in which students become aware of themselves intellectually and emotionally and in so doing acquire a positive feeling about their unique worth as individuals by providing a classroom environment in which	-students will participate in orientation and will request and participate in individual reading conferences.	-students will receive orientation and will request and receive individual reading conferences to promote understanding of their own strengths and weaknesses.	-Teacher-made conference sign-up sheets.	-Teacher requests for feedback from students. -Observation of classroom behaviors. -Ongoing evaluation of students ability to meet greater challenges.

xxx

Teacher Lynda Steinberg Class Language Arts Lab Grade 7 Period(s) 1, 2, 3 and 5 Marking Period 1st.

Specific Department Program Objectives.	Classroom Objectives List those that you will actually try to meet this marking period. (These should evolve from the department objectives.)	List at least two specific strategies or activities you will use to meet at least two of the stated classroom objectives.	Materials List at least two resources (materials, etc.) that you will code to these strategies and objectives.	Evaluation How will you evaluate the effectiveness of what you're doing.
the student can be accepted, respected and comfortable and by providing for the individual growth of each person so that he may experience success by working at his own pace and level.	-students will complete at least one prescription at his grade level.	-students will follow individualized prescriptions geared to their ability pace and learning modality.	-Standford Diagnostic Reading Test	

ISAAC E. YOUNG JUNIOR HIGH SCHOOL

"Open House" For Seventh Grade Parents

February 26, 1975

"The reading laboratories offer each 7th and 8th grader an individualized and prescribed curriculum in the various skill areas that help him to perform more successfully as a student at Isaac E. Young. Each youngster receives individual guidance and instruction after having his strengths and weaknesses identified through tests and teacher evaluation.

The reading laboratories are funded and maintained by both district and Urban Education Funds.

Come and visit us any time."

Isaku Konoshima, Principal

La Ruth Gray, Chairman Language Arts

Betty Greene)
Lynda Steinberg) 7 Grade

Joan Degen)
Mort Brill) 8th Grade

We would like to share with you some of the statements made by Dr. Laura Harckham, who is associated with the Board of Education in Albany, in her evaluation of last year's Reading Program. "This intensive program, which employed a variety of materials and approaches by conscientious teachers, appeared to be meeting the needs of the students. The selection of participants was thorough enough to insure that there were no eligible students denied the benefits of the program."

The growth in reading skills was measured by comparing the student post-test scores with the scores on the pre-test....."the general growth was significantly higher than expected, the intervention of the program was indeed effective."

br

CITY SCHOOL DISTRICT OF NEW ROCHELLE
ISAAC E. YOUNG JUNIOR HIGH SCHOOL
PELHAM ROAD AND CENTRE AVENUE
NEW ROCHELLE, N. Y. 10805

ISAKU KONOSHIMA
PRINCIPAL
VIRGIL D. BLAKE
ASSISTANT PRINCIPAL
ALEXANDER ZAJAC
ASSISTANT PRINCIPAL

September 4, 1974

Dear

Welcome back to Isaac E. Young. You were among those Seventh Grade Students whose Reading Scores showed great improvement.

Once again we are offering an Eighth Grade "Early Morning Festival" headed by Mrs. Degen and Mr. Brill.

We hope that you will take this opportunity to join us this year to continue your progress in reading.

Your parents and you will receive more details later. Programs scheduled to start on or before September 30th.

Sincerely,

La Ruth Gray
English Department Chairman

LG:br

ISAAC E. YOUNG JUNIOR HIGH SCHOOL

270 Centre Avenue

New Rochelle, New York

September 27, 1974

TO:

and your Parents

Welcome to the Early Morning Reading Festival!!

Would you please report to Room 127 on the morning of _____, at 7:40.

Please enter through the door off the back parking lot of the school, and come up the center steps of the building. The person on duty will have your name on a list so that you may enter before official student entering time.

Congratulations and we look forward to seeing you.

Mr. Mort Brill
Mrs. Joan Degen

br

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ISAAC YOUNG JUNIOR HIGH SCHOOL

FEB. 1975
GRADE 7

DEAR PARENT:

WE WISH TO INFORM YOU THAT _____ PROGRESS IN THE READING LAB IS AS FOLLOWS...

Areas of weakness: Comprehension _____

Vocabulary _____

Word Structure _____

Word Attack _____

Attitude _____

Effort _____

Conduct _____

Progress _____

Comments:

Recommendations:

PLEASE SIGN THIS EVALUATION AND HAVE STUDENT RETURN IT TO US. IF YOU HAVE ANY QUESTIONS PLEASE LET US KNOW, OR FEEL FREE TO WRITE YOUR COMMENTS BELOW.

SINCERELY,

Miss Greene and Miss Steinberg

PARENTS SIGNATURE: _____

~~42~~
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ISAAC E. YOUNG JUNIOR HIGH SCHOOL

Pelham Road and Centre Avenue
New Rochelle, N.Y. 10805

February, 1975

Dear _____,

We would like to inform you of your child's mid-year progress in our Early Morning Reading.

_____has been working on decoding skills, vocabulary development, and reading comprehension.

Attitude _____

Attendance_____

Comments:

Please sign this letter and return to us. If you have any questions please let us know.

Sincerely,

Joan Degen/Mort Brill
Reading Teachers

Parent Signature_____

Parent Comment:

ISAAC E. YOUNG JUNIOR HIGH SCHOOL
270 Centre Avenue
New Rochelle, New York

January 31, 1975

Dear Parents,

Please join us at a Sharing Evening on Wednesday, February 12, 1975.

We invite you to bring your youngster so that we can all share what we've been doing since September.

You're also welcome to share your concerns and questions about the Progress Reports you've recently received.

In addition, Mrs. Leona Gordon, Chairman of the Title I Parents Advisory Committee, and Mr. Konoshima will be here to share with you how you as a parent can become more involved in a committee in tnis school in helping to make recommendations about the *Title I funds that come into our district.

Feel free to call me at 632-9000, extension 391, if there are any questions.

Look forward to seeing you on February 12th at 7:30 P.M. in Room 127 - 7th Grade Parents, Room 123 - 8th Grade Parents.

We will meet as a total group at 8:45 in the library.

Sincerely,

La Ruth Gray

La Ruth Gray
English Chairman

Approved I Konoshima
Isaku Konoshima
Principal

LG:br

*Title I funds partially support our Reading Centers.

7TH & 8TH GRADE TARGET STUDENTS PRE-POST CALIFORNIA ACHIEVEMENT TEST SCORES (CAT)
1973-1974

TABLE 1 - 7TH GRADE

Actual Mean Growth as Compared to Mean Growth Expectancy for Vocabulary & Comprehension

N = 47		Form A 11/73	Form B 5/74
Vocabulary	$\bar{X}$	.61	.76
	SD	.51	1.17
Comprehension	$\bar{X}$	.59	1.05
	SD	.51	1.03
Vocabulary Mean Difference			t = .80
Comprehension Mean Difference			t = 2.72*

*p< .01 (highly significant)

TABLE II - 8TH GRADE

Actual Mean Growth as Compared to Mean Growth Expectancy for Vocabulary & Comprehension

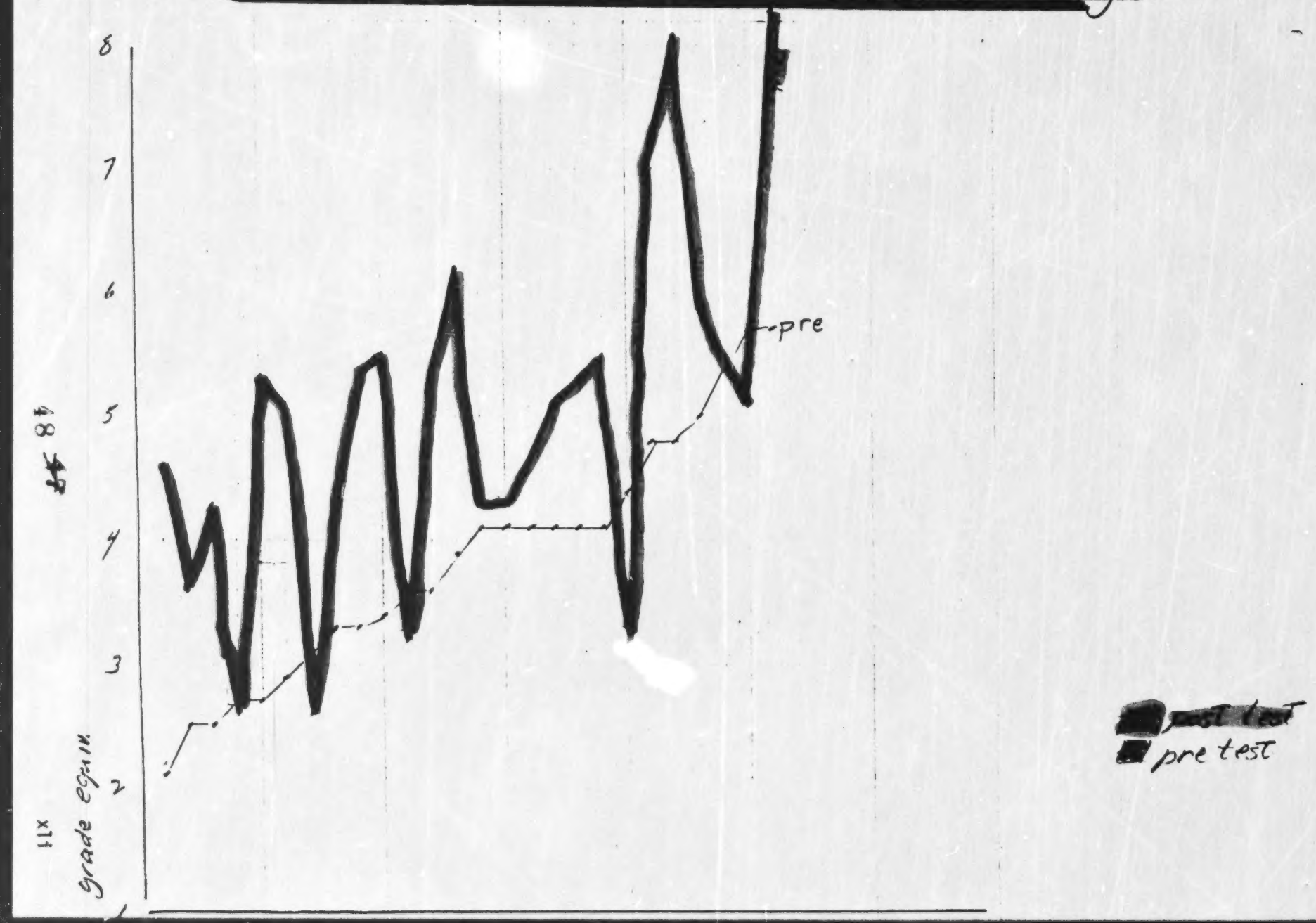
N = 30		Form A 11/73	Form B 5/74
Vocabulary	$\bar{X}$	.33	.65
	SD	.12	.96
Comprehension	$\bar{X}$	.33	1.08
	SD	.11	1.34
Vocabulary Mean Difference			t = 1.78
Comprehension Mean Difference			t = 3.01*

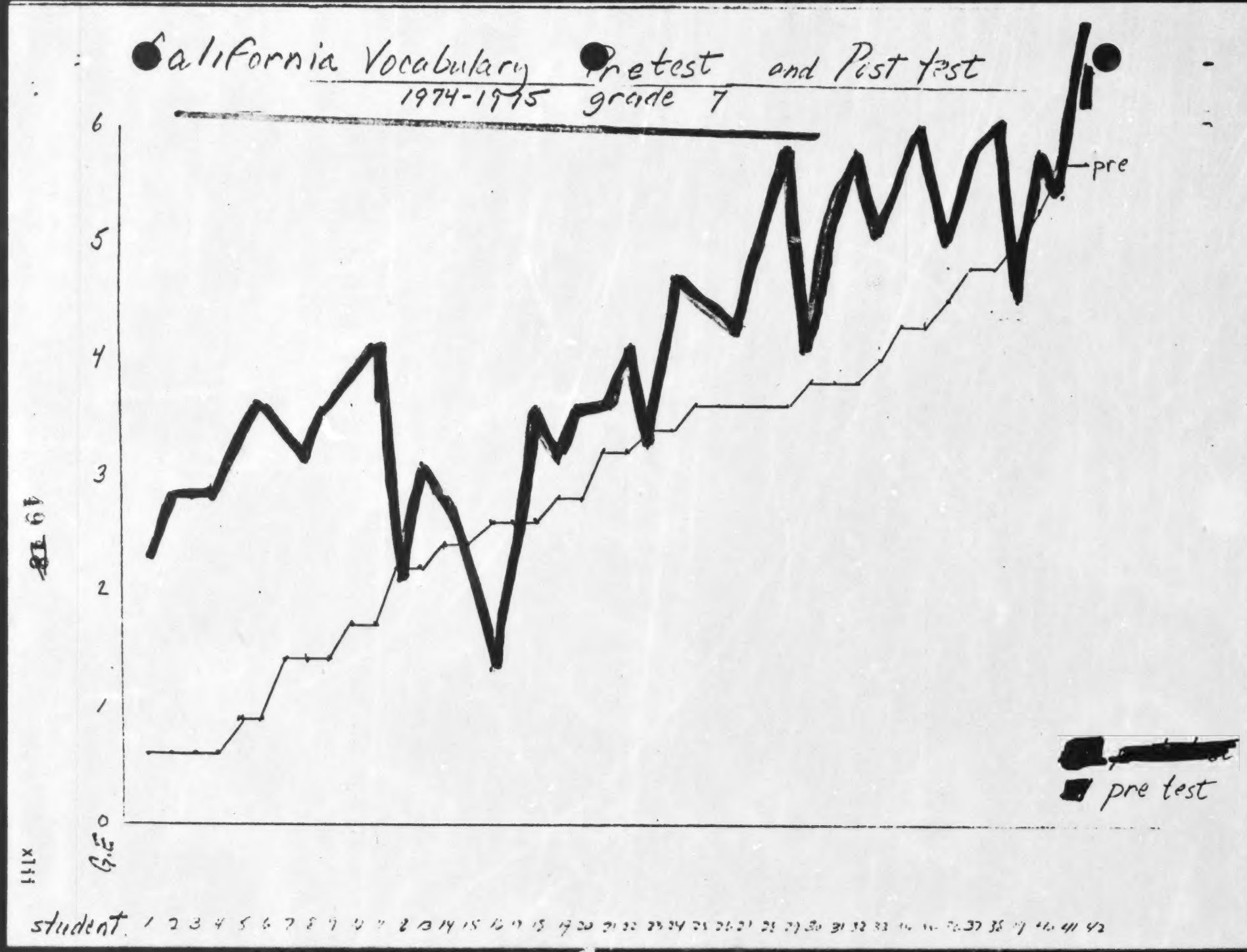
*p< .01 (highly significant)

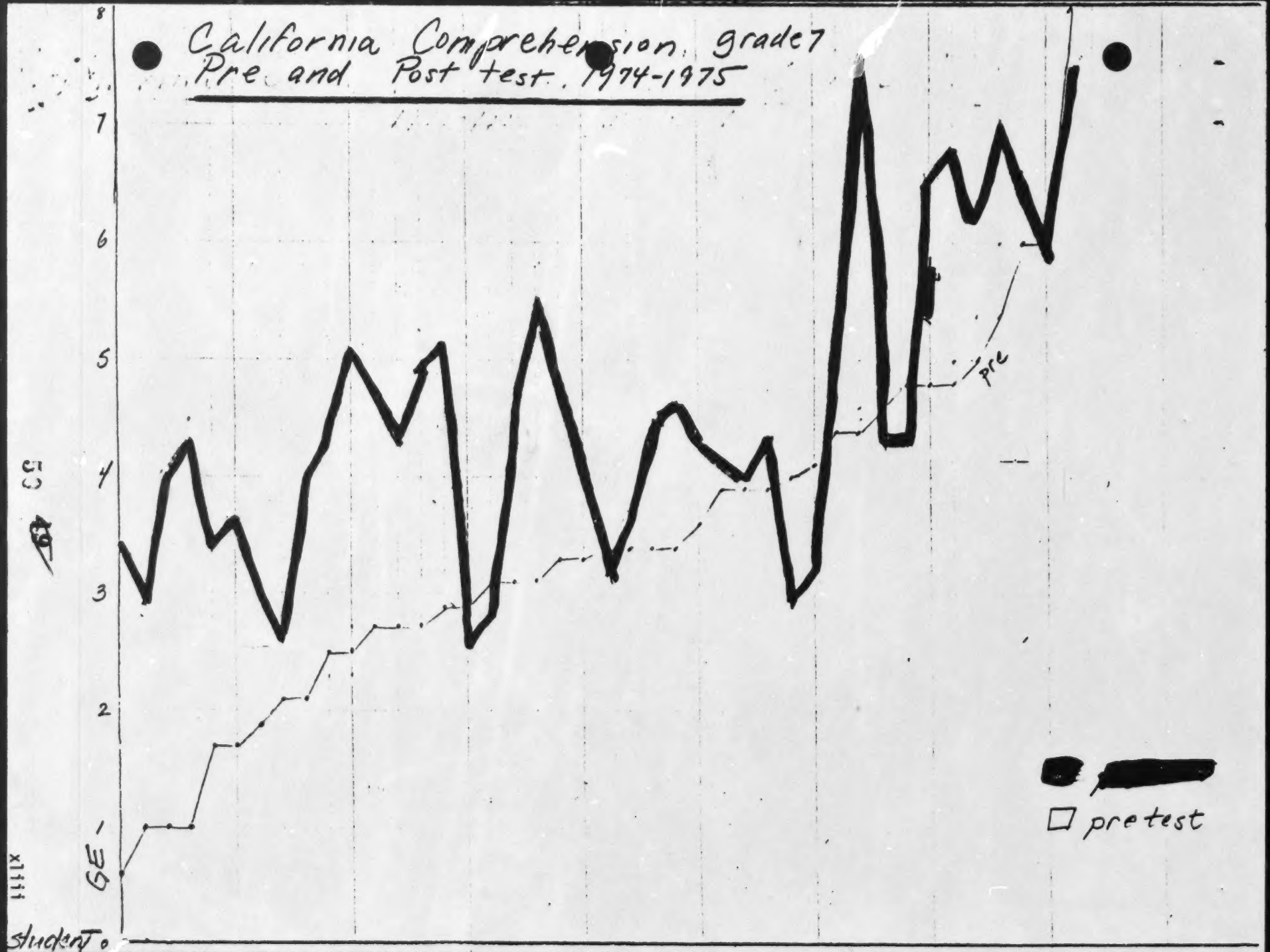
California Vocabulary Pre and Post Test
1974-1975 grade 8

post test
pre test

California Comprehension Pre and Post Test 1974-1975 grade 8




California Vocabulary Pretest and Post test
1974-1975 grade 7
6
5
4
3
2
1
0
G.E.
pre
pre test
student


California Comprehension. grade 7
Pre and Post test. 1974-1975
8
7
6
5
4
3
2
1
0
GE
student
pre
pretest